

DOCUMENT RESUME

ED 256 559

RC 015 275

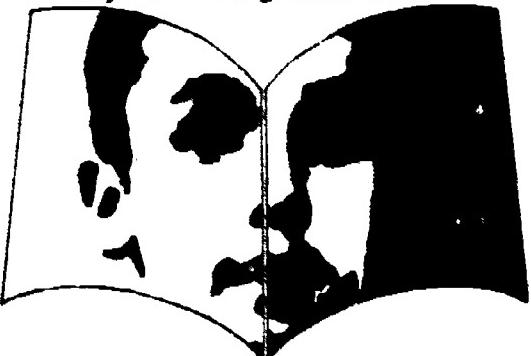
AUTHOR Haenn, Joseph F.
TITLE Analysis of Project MERLIN Scopes and Topics
Checklist.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg.
SPONS AGENCY Off'ce of Elementary and Secondary Education (ED),
Washington, DC. Migrant Education Programs.
PUB DATE 11 Oct 84
NOTE 21p.; For related document, see ED 245 855.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classification; *Data Analysis; *Databases; Human
Resources; *Migrant Education; Migrant Health
Services; Migrant Programs; *Online Systems; Resource
Materials; *Subject Index Terms
IDENTIFIERS Migrant Educ Resources List Information Network

ABSTRACT

The computerized database of Project MERLIN (Migrant Education Resource List Information Network) contains information about people, programs, and written materials, and a survey was designed to determine whether MERLIN's listing of scopes and topics was appropriate for classifying the database's content. The survey was distributed to MERLIN's consortium members (16 state departments of education and 3 national clearinghouses with migrant interests) and others knowledgeable about migrant health and/or education. Twenty-five respondents completed the survey (11 consortium members; 14 others). Respondents were asked to rate each of the 12 chosen scopes and each of the topics within each scope on a 5-point scale ranging from definitely change to definitely not change. Based on the responses, the following scopes were identified as needing major revision: Administration, Cultural Studies, Dropout Prevention, Educational Programs, Parent and Community Involvement, and Special Education. Career Education, English as a Second Language, Bilingual Education, Health and Human Services, Identification and Recruitment, and Vocational Education were the scopes identified as needing minor revision. The Migrant Student Record Transfer System scope did not need any changes. It was suggested that the ERIC thesaurus be used as the basis for the categorization and retrieval system, replacing the current scopes and topics. (PM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

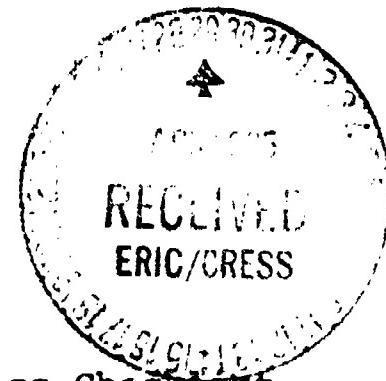


Pennsylvania Department of Education
MERLIN, 8th Floor
333 Market St., P.O. Box 911
Harrisburg, Pa. 17108
(717) 783-7121

Merlin

Migrant Education Resource List Information Network

ED256559



Analysis of Project MERLIN Scopes and Topics Checklist

Joseph F. Haenn

October 11, 1984

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

2

Interstate - 1-800-233-0306
Pennsylvania - 1-800-222-1936



EXECUTIVE SUMMARY

Analysis of Project MERLIN Scopes and Topics Checklist

Project MERLIN is funded by the Office of Migrant Education of the United States Department of Education. Administered by the Pennsylvania Department of Education, the project is a consortium of representatives from state departments of education and migrant health centers to establish a computerized database designed to contain information about people, programs and written materials available to educators and health personnel in migrant programs. This report summarizes the results of analysis of a survey administered to Consortium members and other participants in a recent Consortium meeting. The survey was designed to determine whether a listing of scopes and topics was appropriate to categorize the people, programs and written materials within the database.

Respondents rated each topic and subtopic within each of the twelve scopes, plus made extensive comments. Based on these responses, six scopes were identified which need major revisions: Administration, Cultural Studies, Dropout Prevention, Educational Programs, Parent and Community Involvement, and Special Education. In five other scopes, minor revisions are needed: Career Education, English as a Second Language and Bilingual Education, Health and Human Services, Identification and Recruitment, and Vocational Education. The Migrant Student Record Transfer System (MSRTS) scope does not need any changes. In addition, there needs to be better articulation between the scopes of Career Education, Dropout Prevention and Vocational Education.

TABLE OF CONTENTS

	<u>Page</u>
Executive Summary.....	i
List of Tables.....	iii
Introduction.....	1
Survey of Scopes and Topics.....	1
Limitations of the Survey.....	2
Results.....	3
Administration.....	3
Career Education.....	4
Cultural Studies.....	5
Dropout Prevention, Credit Accrual and Graduation.....	6
Educational Programs.....	7
English as a Second Language and Bilingual Education.....	9
Health and Human Services.....	10
Identification and Recruitment.....	11
MSRTS.....	12
Parent and Community Involvement.....	13
Special Education.....	14
Vocational Education.....	15
Summary.....	16

Appendices

- A. Survey of Project MERLIN Scopes and Topics... A-1
- B. Survey Responses..... B-1

LIST OF TABLES

	<u>Page</u>
1. Administration Scope Ratings.....	4
2. Career Education Scope Ratings.....	5
3. Cultural Studies Scope Ratings.....	5
4. Dropout Prevention Scope Ratings.....	6
5. Educational Programs Scope Ratings.....	8
6. Bilingual Education Scope Ratings.....	10
7. Health and Human Services Scope Ratings.....	11
8. Identification and Recruitment Scope Ratings....	12
9. MSRTS Scope Ratings.....	12
10. Parent Involvement Scope Ratings.....	13
11. Special Education Scope Ratings.....	14
12. Vocational Education Scope Ratings.....	15

Analysis of Project MERLIN Scopes and Topics Checklist

Project MERLIN (Migrant Education Resource List Information Network) is a federally funded project designed to improve interstate and intrastate coordination of migrant education activities through the development of a comprehensive national database of educational resources in a range of scopes relevant to the many needs of a migrant population. Originally begun in 1982, MERLIN is funded by the Office of Migrant Education of the United States Department of Education under the provisions of Section 143c of Chapter 1 of the Elementary and Secondary Education Act (ESEA).

Administered by the Pennsylvania Department of Education, the project is a consortium of representatives from state departments of education and migrant health centers to establish a computerized database designed to contain information about people, programs and written materials available to educators and health personnel in migrant programs. Participating Consortium members include the states of Alaska, Arizona, Arkansas, Colorado, Georgia, Illinois, Indiana, Maryland, Nevada, New York, North Carolina, Ohio, Oregon, Pennsylvania, Utah, and Virginia, plus the Educational Research Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), the National Clearinghouse for Bilingual Education and the Migrant Student Record Transfer System (M.S.R.T.S.).

Survey of Scopes and Topics

As a result of suggestions made by users of the MERLIN system across the nation, this survey was designed to ascertain the most appropriate system of scopes and topics to classify the people, programs and written materials within the MERLIN database. A copy of the survey form is included as Appendix A. The twelve scopes on the survey form were:

- Administration
- Career Education
- Cultural Studies
- Dropout Prevention, Credit Accrual and Graduation

- o Educational Programs
- o English as a Second Language and Bilingual Education
- o Health and Human Services
- o Identification and Recruitment
- o MSRTS
- o Parent and Community Involvement
- o Special Education
- o Vocational Education

The number of topics under each scope ranged from 3 to 17, with several of the topics having subtopics as well. Respondents were to rate each topic and subtopic based on their perception as to whether that topic or subtopic should be included under its assigned scope as the framework for cataloging-- and ultimately retrieving-- the people, programs and written materials contained within the MERLIN database.

Each topic and subtopic were to be rated on the following five-point scale:

- 1 - Definitely change
- 2 - Probably change
- 3 - Undecided
- 4 - Probably not change
- 5 - Definitely not change

Respondents were free to add additional topics or subtopics, delete existing topics or subtopics, or make any other comments they felt might contribute to the development of the classification/retrieval framework.

This report summarizes the results of analysis of the Survey of Scopes and Topics after it was administered to Consortium members and other participants in a Consortium meeting held in Philadelphia in early September, 1984.

Limitations of the Survey

The response key for the original survey had the coding for categories "3" and "5" reversed. However, instructions given to correct this problem before administration of the survey appeared to be adequate as all respondents responded correctly.

Where a topic had subtopics as well, some respondents rated only the topic and left the subtopics blank. Since it was assumed that the respondent was applying the topical rating to each of the subtopics, the scores were analyzed as such. Also, since the topics seemed redundant with subtopics subsumed under them, in these cases only the subtopic ratings were analyzed.

Respondents were given the option of omitting the ratings of topics, subtopics or even whole scopes where they felt they had insufficient knowledge to rate that area.

Results

A total of 25 respondents completed the survey, with 11 of these being Consortium members and the other 14 being persons in attendance at the meeting possessing expertise in migrant health and/or education. Results will be presented for each scope separately, with a general discussion following.

During the discussions which follow, a topic or subtopic which received an average rating of 4.00 or above (on a five-point scale) was considered to be in the "not change" area. The discussions will focus on those topics and subtopics rated below an average of 4.00, with comments used to expand upon these ratings and to make recommendations about the scope in general. Other comments will be utilized when mentioned by two or more respondents, or if they suggest addition of a new topic or subtopic.

Administration

The results of analyses of the ratings for both groups of respondents on this scope are presented in Table 1. Both subtopics under topic 11 (Public speakers) and topic 7 (Needs assessment) were rated below 4.00 by the Consortium members. Non-consortium members rated three topics with a mean below 4.00: 1 (Federal policy/regulations), 12 (Pupil accounting) and 15 (Student data exchange).

One respondent said subtopics 11a&b were "not useful categories." Another feels this topic could be put under each scope.

At least two respondents were unsure to what topic 7 referred. It needs to be determined to what levels this and several other topics refer. Five respondents feel levels must be identified (e.g., federal, state, local, general public) for topics 1 (Federal policy/regulations), 2 (Fiscal management/funds allocation), 5 (Interagency coordination) and 8 (Program development). In addition, three respondents suggested renaming topic 8 to "Program development/management."

Four respondents were unsure what topic 12 means, another suggested adding subtopics to the topic and it was mentioned in the large group discussion that a separate category may not be needed for this topic. Topic 15 also was unclear to one respondent ("...is this MSRTS?"), while

BEST COPY AVAILABLE

TABLE 1
Project MERLIN Administration Scope Ratings

<u>Administration Item</u>	<u>Consortium Members</u>					<u>Non-Consortium Members</u>				
	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>
1. Federal policy/regulations.....	11	1	5	4.00	1.55	12	1	5	3.67	1.56
2. Fiscal management/funds allocation.....	11	1	5	4.09	1.38	12	1	5	4.00	1.35
3. Identification/recruitment.....	11	1	5	4.45	1.21	11	1	5	4.45	1.21
4. Information dissemination.....	11	2	5	4.27	1.10	12	2	5	4.50	0.90
5. Interagency coordination.....	11	1	5	4.36	1.29	12	2	5	4.58	0.90
6. Interstate coordination.....	11	2	5	4.18	1.08	12	2	5	4.58	0.90
7. Needs assessment.....	11	1	5	3.55	1.57	11	2	5	4.18	1.17
8. Program development										
a. exemplary/innovative programs.....	9	1	5	4.22	1.30	12	4	5	4.58	0.51
b. regular school year programs.....	10	3	5	4.40	0.70	12	4	5	4.58	0.51
c. summer programs.....	9	1	5	4.11	1.36	12	4	5	4.58	0.51
9. Program evaluation.....	11	4	5	4.91	0.30	12	2	5	4.25	1.14
10. Proposal writing.....	11	4	5	4.82	0.40	11	2	5	4.36	0.92
11. Public speakers										
a. keynote/large group.....	10	1	5	3.60	1.71	11	3	5	4.27	0.65
b. small group.....	10	1	5	3.60	1.71	11	3	5	4.27	0.65
12. Pupil accounting.....	11	3	5	4.27	0.90	10	1	5	3.20	1.62
13. Section 143C projects.....	10	2	5	4.00	1.15	11	2	5	4.09	1.14
14. Staff development										
a. evaluation.....	9	1	5	4.22	1.39	12	1	5	4.17	1.34
b. inservice.....	9	3	5	4.44	0.88	11	1	5	4.09	1.38
15. Student data exchange.....	11	1	5	4.18	1.25	10	1	5	3.90	1.60

another suggested adding subtopics. Other topics for which subtopics were suggested are topics 10 (Proposal writing) and 13 (Section 143c projects).

It was suggested during the large group discussion that this scope be changed to "Administration/Supervision." In addition, the following new topics were suggested:

- o Record management (3 respondents)
- o Supervision (3)
- o Alternative funding sources
- o Monitoring/program accountability
- o Personnel supervision
- o Program management

Career Education

The average ratings for each group for the scope Career Education are presented in Table 2. There were no topics or subtopics for either group which were rated with an average below 4.00. In fact, only subtopics 1b&d (for non-Consortium members) and topic 6 (for Consortium members) were rated below 4.25 on the average.

TABLE 2
Project MERLIN Career Education Scope Ratings

<u>Career Education Item</u>	Consortium Members					Non-Consortium Members				
	N	Min.	Max.	Mean	Std.Dev.	N	Min.	Max.	Mean	Std.Dev.
1. Career education curriculum										
a. career awareness.....	10	4	5	4.70	0.48	12	4	5	4.50	0.52
b. decision making.....	10	2	5	4.60	0.97	13	1	5	4.08	1.04
c. exploration.....	10	2	5	4.50	1.08	11	4	5	4.45	0.52
d. counseling.....	10	3	5	4.70	0.67	12	1	5	4.08	1.08
e. planning.....	10	3	5	4.70	0.67	11	4	5	4.45	0.52
2. Career exploration for LEP students....	10	3	5	4.60	0.70	11	3	5	4.36	0.67
3. Evaluation and assessment.....	11	3	5	4.27	0.79	12	3	5	4.33	0.65
4. Experience-based education.....	11	4	5	4.55	0.52	12	4	5	4.50	0.52
5. Job seeking skills.....	11	3	5	4.55	0.69	12	4	5	4.42	0.51
6. Overcoming bias and stereotyping.....	11	1	5	4.09	1.45	12	2	5	4.25	0.87
7. Work habits and values.....	11	3	5	4.55	0.69	12	4	5	4.50	0.52

However, two respondents found topic 1d (counseling) to be unclear. Two other respondents mentioned that the term was misleading so as to suggest that non-counselors (e.g. teachers or tutors) have acquired the counseling skills needed to work in this area. It was suggested by five respondents and during the large group discussion that this subtopic be renamed "career guidance."

Topic 6 (Overcoming bias and stereotyping) was unclear to five respondents. Is this for students and staff? Who is to do this? Does this go under staff development or under topic 1? This must be clarified.

Cultural Studies

The average ratings on this scope for each group are presented in Table 3. For one group or the other, all three topics received a rating below 4.00.

TABLE 3
Project MERLIN Cultural Studies Scope Ratings

<u>Cultural Studies Item</u>	Consortium Members					Non-Consortium Members				
	N	Min.	Max.	Mean	Std.Dev.	N	Min.	Max.	Mean	Std.Dev.
1. Heritage and enrichment.....	11	1	5	4.09	1.58	12	1	5	3.50	1.82
2. Multiculturalism.....	10	1	5	4.00	1.63	12	1	5	3.88	1.47
3. Values clarification.....	10	1	5	3.90	1.37	12	3	5	4.42	0.67

BEST COPY AVAILABLE

Topic 1 (Heritage and enrichment) either needs to be combined with topic 2 (Multiculturalism), or given subtopics (e.g., Puerto Rican, Mexican, Haitian). Topic 2 should either be renamed "Cross culturalism," or "Cross cultural communication" should be added as another topic. Six respondents suggested adding a topic on "Staff development/in-service."

Dropout Prevention, Credit Accrual and Graduation

The average ratings for each group on this scope are presented in Table 4. Both Consortium and non-Consortium members rated topic 3 (Cost effectiveness) below an average of 4.00. Five respondents questioned what this topic was trying to capture, while another suggested it belonged under the topic of Fiscal management in the Administration scope.

Non-Consortium members rated three other topics below 4.00: 9 (Prevocational guidance), 10 (Support services) and 11 (Vocational guidance). Several respondents feel these topics along with topic 2 (Career planning) belong under the Career Education scope. Others feel Counseling should be a separate scope and include topics 4 (Counseling techniques) and 9 (Prevocational guidance).

During the large group discussion it was suggested that the scope should simply be called Dropout Prevention, as credit accrual and graduation are topics under this scope. Also, the subtopics of "short term/summer programs" and "secondary/tutorial programs" should be added under topic 6 (Curricular design and development). In fact, it was generally felt that short term and long term projects should be catalogued separately.

TABLE 4
Project MERLIN Dropout Prevention Scope Ratings

<u>Dropout Prevention Items</u>	Consortium Members					Non-Consortium Members				
	N	Min.	Max.	Mean	Std.Dev.	N	Min.	Max.	Mean	Std.Dev.
1. Academic assistance/remediation and tutoring.....	11	1	5	4.27	1.27	12	4	5	4.58	0.51
2. Career planning.....	10	3	5	4.50	0.71	11	2	5	4.09	1.14
3. Cost effectiveness.....	10	1	5	3.80	1.23	12	1	5	3.83	1.34
4. Counseling techniques.....	10	2	5	4.40	0.97	12	2	5	4.25	0.87
5. Credit acquisition and exchange.....	10	2	5	4.40	1.26	12	2	5	4.42	0.90
6. Curricular design and development.....	10	3	5	4.50	0.71	12	3	5	4.42	0.67
7. GED instruction.....	10	4	5	4.50	0.53	12	4	5	4.58	0.51
8. Interstate/intrastate cooperation.....	11	2	5	4.55	0.93	12	2	5	4.17	0.94
9. Prevocational guidance.....	10	2	5	4.00	1.05	12	1	5	3.75	1.36
10. Support services.....	10	3	5	4.30	0.82	12	1	5	3.58	1.44
11. Vocational guidance.....	10	2	5	4.20	1.03	12	1	5	3.75	1.36

The following topics were suggested as additions to this scope:

- o Adult basic education programs
- o Alternative high school programs
- o Job training and partnership opportunities
- o On-the-job training programs
- o Treatment and followup services
- o Programs for secondary schools
- o Work values clarification

Educational Programs

The responses for each group on the scope of Educational Programs is presented in Table 5 on the next page. Consortium members rated only three topics or subtopics below a mean of 4.00, while non-Consortium members rated twelve topics or subtopics this low.

Two of the three low ratings by Consortium members were echoed by the non-Consortium member ratings. These were for topic 2 (Affective education) and subtopic 9a (Make and take under the topic of Materials development). Affective education appears to be just rated low, while it was unclear why make and take materials were separated out and/or whether they belong under this topic.

Non-Consortium members rated topic 1 (Academic assistance/remediation) low, primarily because it is too broad and "covers everything that follows." They rated 3a-c (Art- dance, drama, and music) low as well with no reasons stated. They also rated topic 4 (Computer-assisted instruction) low.

Subtopics 6a-d (Early childhood- cognitive skills, developmental theory, evaluation and assessment, and psychomotor skills--gross/fine) all were rated low by non-Consortium members. During the large group discussion it was suggested that all of the subtopics under this topic be moved to topic 11 (MSRTS skills list). The following subtopics were suggested as additions to this topic:

- o ESL/bilingual
- o evaluation
- o home/school communication
- o parenting
- 1 parents as teachers

All respondents suggested subtopics based on grade levels or other categories be developed for topics 10 (Math) and 13 (Science). Several suggested the same thing for topic 5 (Curriculum design), but another suggested each area already has been broken out.

TABLE 5
Project MERLIN Educational Programs Scope Ratings

<u>Educational Programs items</u>	Consortium Members						Non-Consortium Members					
	N	Min.	Max.	Mean	Std.Dev.		N	Min.	Max.	Mean	Std.Dev.	
1. Academic assistance/readaptation and tutoring.....	11	2	5	4.36	1.03		13	1	5	3.77	1.42	
2. Affective education.....	10	1	5	3.60	1.36		12	1	5	3.75	1.29	
3. Art												
a. dance.....	10	2	5	4.20	1.14		12	1	5	3.83	1.11	
b. drama.....	10	2	5	4.20	1.14		12	1	5	3.83	1.11	
c. music.....	10	3	5	4.50	0.85		12	1	5	3.83	1.11	
d. spatial/visual art.....	10	3	5	4.50	0.85		12	1	5	4.08	1.08	
4. Computer-assisted instruction.....	11	2	5	4.36	1.03		12	1	5	3.75	1.42	
5. Curriculum design.....	11	2	5	4.36	1.03		12	1	5	4.08	1.16	
6. Early childhood												
a. cognitive skills.....	11	4	5	4.73	0.47		12	1	5	3.75	1.54	
b. developmental theory.....	11	4	5	4.64	0.50		12	1	5	3.75	1.54	
c. evaluation and assessment.....	11	4	5	4.73	0.47		12	1	5	3.75	1.54	
d. psychomotor skills-gross/fine.....	11	4	5	4.73	0.47		12	1	5	3.75	1.54	
e. research.....	11	3	5	4.45	0.69		12	1	5	4.08	1.31	
f. socialization skills.....	11	4	5	4.73	0.47		12	1	5	4.08	1.31	
7. Evaluation and assessment												
a. regular school term.....	11	3	5	4.45	0.82		12	2	5	4.33	0.89	
b. summer term.....	10	3	5	4.60	0.70		12	2	5	4.33	0.89	
8. Language arts												
a. listening.....	11	4	5	4.82	0.40		12	4	5	4.50	0.52	
b. reading.....	11	4	5	4.82	0.40		12	4	5	4.50	0.52	
c. speaking.....	11	4	5	4.82	0.40		12	4	5	4.50	0.52	
d. writing.....	11	4	5	4.82	0.40		12	4	5	4.50	0.52	
9. Materials development.....	11	1	5	4.00	1.41		11	1	5	4.00	1.34	
a. Make and take.....	11	1	5	3.36	1.80		12	1	5	3.75	1.54	
10. Math.....	10	4	5	4.80	0.42		12	1	5	4.08	1.38	
11. MSRTS skills list												
a. Early childhood.....	11	4	5	4.82	0.40		12	3	5	4.50	0.67	
b. English reading.....	11	4	5	4.82	0.40		12	3	5	4.50	0.67	
c. Mini math.....	11	1	5	4.09	1.58		12	3	5	4.50	0.67	
d. oral language.....	11	4	5	4.82	0.40		12	3	5	4.50	0.67	
e. Spanish reading.....	11	1	5	3.82	1.66		12	1	5	4.17	1.19	
12. Physical education.....	11	3	5	4.45	0.69		12	3	5	4.42	0.67	
13. Science.....	11	1	5	4.36	1.21		12	2	5	4.08	1.00	
14. Social studies.....	11	3	5	4.55	0.69		12	2	5	4.00	1.13	
15. Staff development.....	10	1	5	4.20	1.32		11	1	5	3.91	1.38	
16. Study skills.....	11	3	5	4.64	0.67		12	3	5	4.50	0.67	
17. Testing												
a. procedures.....	11	4	5	4.82	0.40		12	4	5	4.50	0.52	
b. selection.....	11	4	5	4.82	0.40		12	4	5	4.50	0.52	

BEST COPY AVAILABLE

There are a number of problems involving topic 11 (MSRTS skills list). The word "Mini" should be removed before "math" in 11c. Also, ten respondents suggested changing 11e Spanish reading) to something like "language other than English."

Non-Consortium members also rated topic 15 (Staff development) below 4.00. It was unclear whether this topic should have subtopics, or be placed as a subtopic under other areas. Also, topic 17 (Testing) should have the following subtopics: "evaluation" and "assessment based on language and culture."

The following additional topics are suggested:

- o Clarification of values
- o Curriculum planning/coordination/articulation
- o Handicapped services (laws/programs)
- o Instructional coordination (migrant program and regular instruction)
- o Health education (health promotion/disease prevention/well being)
- o Individualized instruction/planning
- o Parent/home coordination (parent/teacher conferences)
- o Records management/systems for teachers
- o Research

English as a Second Language and Bilingual Education

The ratings for this scope for each group are presented in Table 6. Both groups rated topic 7 (Mainstreaming) well below an average of 4.00. It was decided during the large group discussion to eliminate this topic.

One additional topic was rated low by non-Consortium members. Topic 4 (Evaluation and assessment) apparently needs to be divided into subtopical areas.

Three additional comments related to topic 3 (ESL for special purposes) were suggested during the large group discussion. Levels 1-5 should be indicated as further breakdown topics for the subtopic of "illiteracy." "Native language" and "second language" should be breakdown topics under the subtopic of "remedial language instruction."

Additional comments recommended the following subtopics be added to topic 13 (Testing):

- o evaluation
- o placement
- o diagnostic techniques

Finally, five respondents suggested adding a new topic: "ESL/bilingual education certification and endorsement process."

BEST COPY AVAILABLE

TABLE 6
Project NERLIN Bilingual Education Scope Ratings

<u>Bilingual Education Item</u>	Consortium Members					Non-Consortium Members				
	N	Min.	Max.	Mean	Std.Dev.	N	Min.	Max.	Mean	Std.Dev.
1. Bilingual and bicultural counseling.....	11	1	5	4.09	1.30	11	2	5	4.09	1.14
2. Classroom activities and materials.....	11	1	5	4.00	1.55	11	2	5	4.18	0.87
3. ESL for special purposes										
a. content areas.....	11	1	5	4.36	1.21	11	4	5	4.36	0.50
b. illiteracy.....	11	1	5	4.00	1.61	11	2	5	4.18	0.87
c. remedial language instruction.....	11	1	5	4.00	1.55	11	4	5	4.36	0.50
d. vocational education.....	11	1	5	4.45	1.21	11	4	5	4.36	0.50
4. Evaluation and assessment.....	11	1	5	4.18	1.60	11	1	5	3.91	1.30
5. Instructional methods and program design.....	11	1	5	4.27	1.27	11	2	5	4.27	0.90
6. Linguistics.....	11	3	5	4.45	0.69	11	2	5	4.18	0.98
7. Mainstreaming.....	10	1	5	2.50	1.96	12	1	5	3.08	1.78
8. Program development.....	11	4	5	4.73	0.47	10	2	5	4.00	1.15
9. Program guidelines.....	11	3	5	4.45	0.69	10	2	5	4.10	0.99
10. Psychological factors										
a. effects of transiency.....	11	3	5	4.64	0.67	10	4	5	4.50	0.53
b. emotional and perceptual aspects....	11	3	5	4.64	0.67	10	4	5	4.50	0.53
c. motivation--intrinsic/extrinsic.....	11	1	5	4.27	1.27	10	4	5	4.50	0.53
11. Sociocultural factors										
a. adaptation/integration into mainstream.....	11	1	5	4.36	1.29	11	4	5	4.55	0.52
b. contemporary social problems.....	11	3	5	4.55	0.69	11	2	5	4.27	0.90
c. parental/cultural attitudes.....	10	3	5	4.60	0.70	11	2	5	4.27	0.90
d. teacher expectations.....	11	3	5	4.73	0.65	11	4	5	4.55	0.52
12. Staff development.....	11	1	5	4.36	1.29	9	4	5	4.33	0.50
13. Testing										
a. achievement.....	11	3	5	4.73	0.65	10	2	5	4.20	0.92
b. language assessment.....	11	3	5	4.73	0.65	10	2	5	4.20	0.92
c. psychological.....	11	3	5	4.64	0.67	8	2	5	4.00	0.93

Health and Human Services

The results for this scope for each respondent group are presented in Table 7. No topics or subtopics were rated below 4.00 on the average by non-Consortium members. However, Consortium members rated two topics this low: 2 (Community services) and 6 (Mental health and treatment). It was suggested that subtopics be added to each of these topical areas.

Topic 3 (Curriculum) should be called "Health curriculum" and topic 8 (Preventative programs) should be renamed "Prevention programs and services." Topic 1 (Clinics) is too broad and should have subtopics.

Topics 5 (Instruction) and 9 (Prevention programs and services) should be a single topical area and include all of the categories in the national survey as subtopics. These

subtopics should have breakdown topics of "prevention" and "service."

TABLE 7
Project MERLIN Health and Human Services Scope Ratings

Health and Human Services Item	Consortium Members					Non-Consortium Members				
	N	Min.	Max.	Mean	Std.Dev.	N	Min.	Max.	Mean	Std.Dev.
1. Clinics.....	10	2	5	4.20	1.03	12	2	5	4.25	1.06
2. Community services.....	10	1	5	3.80	1.40	13	2	5	4.15	1.14
3. Curriculum										
a. evaluation and assessment.....	10	3	5	4.60	0.70	12	3	5	4.58	0.67
b. materials development.....	10	3	5	4.60	0.70	12	3	5	4.58	0.67
c. program development.....	9	3	5	4.67	0.71	12	3	5	4.58	0.67
4. Immunization and screening.....	10	4	5	4.70	0.48	12	3	5	4.58	0.67
5. Instruction										
a. general health instruction.....	10	4	5	4.70	0.48	13	1	5	4.38	1.12
b. nutrition.....	10	4	5	4.80	0.42	12	4	5	4.67	0.49
c. pesticide use.....	10	4	5	4.80	0.42	12	4	5	4.67	0.49
d. sex education.....	10	4	5	4.80	0.42	12	4	5	4.67	0.49
e. water safety.....	10	5	5	4.70	0.48	13	1	5	4.46	1.13
6. Mental health and treatment.....	10	1	5	3.80	1.40	13	1	5	4.31	1.25
7. Physical health and treatment.....	10	1	5	4.20	1.48	12	2	5	4.42	1.00
8. Preventative programs										
a. child abuse and neglect.....	10	2	5	4.30	1.25	12	3	5	4.58	0.67
b. drug and alcohol abuse.....	10	2	5	4.30	1.25	12	3	5	4.67	0.65
c. teenage pregnancy.....	10	2	5	4.30	1.25	12	3	5	4.58	0.67

The following topics should be added to this scope:

- o Available funding for health care
- o Child abuse reporting systems
- o Communication through MSRTS
- o Free health resources
- o Handicapped services
- o Health values clarification
- o Interagency communication (home/school/health provider)
- o Staff development
- o State health care laws

Identification and Recruitment

The responses for each group on this scope are presented in Table 8. No average response was below 4.00.

During the large group discussion it was suggested that the scope be named "Student Identification and Recruitment." This would clarify several of the questions and support comments made by the respondents.

BEST COPY AVAIL:

Topic 1 should be renamed "Family/student needs assessment techniques" and be placed under topic 1 (Training methods) as a subtopic.

Additional topics suggested were:

- o Geographical area
- o Interview techniques

TABLE 8
Project MERLIN Identification and Recruitment Scope Ratings

<u>Identification and Recruitment Item</u>	Consortium Members					Non-Consortium Members				
	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>
1. Family needs assessment.....	11	3	5	4.55	0.69	11	3	5	4.73	0.65
2. MSRTS.....	11	1	5	4.00	1.61	11	2	5	4.45	0.93
3. Technical assistance										
a. eligibility criteria.....	11	3	5	4.64	0.67	12	4	5	4.75	0.45
b. forms design.....	11	3	5	4.64	0.67	12	2	5	4.42	0.90
c. on-site assistance.....	11	3	5	4.55	0.69	11	4	5	4.64	0.50
4. Training methods										
a. recruiter.....	11	1	5	4.27	1.27	12	2	5	4.58	0.90
b. records clerk.....	11	1	5	4.27	1.27	12	2	5	4.58	0.90

MSRTS

Responses for each group on this scope are summarized in Table 9. Consortium members rated topic 1 (Health matrix) below an average of 4.00. However, this was the only topic rated this low and there were very few comments in response to this scope.

TABLE 9
Project MERLIN MSRTS Scope Ratings

<u>MSRTS item</u>	Consortium Members					Non-Consortium Members				
	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>
1. Health matrix.....	11	1	5	3.91	1.45	11	4	5	4.64	0.50
2. Interstate/intrastate coordina.....	11	4	5	4.82	0.40	11	4	5	4.64	0.50
3. MSRTS basic skills list.....	11	2	5	4.64	0.92	11	1	5	4.27	1.19
4. Program funding.....	11	3	5	4.73	0.65	11	4	5	4.64	0.50
5. Secondary credit exchange.....	11	4	5	4.91	0.30	11	2	5	4.36	0.92
6. Student enrollment.....	11	4	5	4.82	0.40	11	4	5	4.64	0.50
7. Technical assistance.....	11	1	5	4.27	1.27	11	4	5	4.64	0.50
8. Test scores.....	11	2	5	4.45	1.04	11	3	5	4.36	0.67

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Parent and Community Involvement

The responses for each group to the topics under this scope are presented in Table 10. There were no topics rated below an average of 4.00, but there were numerous comments—both written and during the large group discussion.

TABLE 10
Project MERLIN Parent Involvement Scope Ratings

Parent Involvement Item	Consortium Members					Non-Consortium Members				
	N	Min.	Max.	Mean	Std.Dev.	N	Min.	Max.	Mean	Std.Dev.
1. Community involvement.....	11	1	5	4.27	1.42	11	1	5	4.27	1.27
2. Community resources.....	11	1	5	4.45	1.21	11	4	5	4.82	0.40
3. Family environment.....	11	1	5	4.00	1.55	12	1	5	4.17	1.34
4. Parent attitudes.....	11	1	5	4.27	1.42	11	1	5	4.09	1.38
5. Parent organizations.....	11	3	5	4.73	0.65	11	2	5	4.55	0.93
6. Parent role and participation.....	11	4	5	4.91	0.30	10	3	5	4.70	0.67
7. Parent training.....	11	4	5	4.82	0.40	11	2	5	4.64	0.92
8. Relationships										
a. parent-child.....	11	2	5	4.64	0.92	12	2	5	4.50	0.90
b. parent-educator.....	11	4	5	4.82	0.40	12	2	5	4.50	0.90
c. parent-school.....	11	4	5	4.82	0.40	12	2	5	4.50	0.90

Topic 1 (Community involvement) is too broad and unclear and should be either deleted or be made more specific (e.g., "Community awareness") and placed under topic 4 (Relationships). The subtopics of "public sector" and "private sector" should be added under topic 2 (Community resources).

Topic 4 (Parent attitudes) should be omitted or combined with topic 3, which should be changed to "Family relationships and environment." Then, the new topic 3 becomes somewhat synonymous with topic 8 (Relationships). Another possibility is to call topic 3 "Improving parent participation in the school setting" and placing topics 4 (Parent attitudes), 5 (Parent organizations) and 7 (Parent training) as subtopics along with the new subtopic of "values clarification for parents."

Topics 5 (Parent organizations) and 7 (Parent training) need subtopics and topic 7 should be changed to "Parenting skills." Topic 8 (Relationships) should be renamed "Communication," with "parent-agency" added as a subtopic.

Finally, the following were suggested as additional topics:

- o Research (4 respondents)
- o Advocates/effective lobbyists
- o Community organizations
- o Needs assessment

BEST COPY AVAILABLE

- o Role of LEA and SEA
- o Staff development and training

Special Education

The responses for each group to this scope are summarized in Table 11. Once again there were no average ratings below 4.00 for either group.

TABLE 11
Project MERLIN Special Education Scope Ratings

Special Education Item	Consortium Members					Non-Consortium Members				
	N	Min.	Max.	Mean	Std.Dev.	N	Min.	Max.	Mean	Std.Dev.
1. Curriculum and instruction										
a. design and development.....	10	2	5	4.30	1.06	11	3	5	4.55	0.69
b. ESL/bilingual for the special student.....	10	2	5	4.30	1.06	11	3	5	4.55	0.69
c. individual educational program (IEP).....	10	2	5	4.30	1.06	11	3	5	4.55	0.69
2. Gifted and talented										
a. high academic ability.....	10	2	5	4.10	1.10	11	2	5	4.36	1.03
b. high creative ability.....	10	2	5	4.10	1.10	11	2	5	4.36	1.03
3. Handicapped										
a. behaviorally disturbed.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
b. hearing impaired.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
c. learning disabled.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
d. mentally retarded.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
e. multiple handicapped.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
f. physically handicapped.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
g. speech impaired.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
h. visually impaired.....	10	4	5	4.70	0.49	11	3	5	4.45	0.69
4. Mainstreaming.....	10	3	5	4.40	0.84	12	1	5	4.08	1.16
5. Materials and equipment.....	10	2	5	4.10	1.10	11	2	5	4.18	0.98
b. Tests and measurements										
a. achievement.....	10	3	5	4.40	0.84	11	2	5	4.27	1.01
b. aptitude.....	10	3	5	4.40	0.84	11	2	5	4.27	1.01

For topic 2 (Gifted and talented), it was suggested that the following subtopic be added: "programs/services/laws in placement/referral/identification."

The major comments referred to the need for incorporating commitments made at a San Antonio, Texas workshop on handicapped migrant children. Codes as well as categories were developed which should be used in this scope. These categories are available through Barbara McCaffery in Geneseo, New York.

The following were suggested as additional topics:

- o Early identification
- o Identifying by putting in Health MSRTS form
- o IEP transfers with MSRTS
- o Interagency resources/services/coordination
- o Legal requirements

Vocational Education

A summary of the responses for each group on this scope is presented in Table 12. There were also no average ratings below 4.00 on this scope.

TABLE 12
Project MERLIN Vocational Education Scope Ratings

<u>Vocational Education Item</u>	<u>Consortium Members</u>					<u>Non-Consortium Members</u>				
	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>	<u>N</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>Std.Dev.</u>
1. Apprenticeships.....	10	2	5	4.10	1.10	11	2	5	4.36	0.92
2. Business/education relationships.....	10	2	5	4.30	0.95	11	4	5	4.55	0.52
3. Certification and licensing.....	10	3	5	4.50	0.71	10	3	5	4.50	0.71
4. Cooperative education.....	10	3	5	4.40	0.70	10	3	5	4.50	0.71
5. Curriculum and assessment										
a. ESL/bilingual for vocational education.....	10	3	5	4.50	0.71	10	4	5	4.60	0.52
b. evaluation and assessment.....	10	3	5	4.50	0.71	9	4	5	4.56	0.53
c. highly skilled.....	10	4	5	4.60	0.52	10	2	5	4.30	0.95
d. methods and techniques.....	10	4	5	4.60	0.52	10	4	5	4.60	0.52
e. single skill operatives.....	10	2	5	4.30	0.95	10	2	5	4.20	1.03
f. technical occupations.....	10	4	5	4.60	0.52	10	3	5	4.40	0.70
6. Employment and training programs.....	10	1	5	4.40	1.26	10	4	5	4.60	0.52
7. Instructional materials design.....	10	1	5	4.40	1.26	10	2	5	4.30	0.95
8. Internships.....	10	1	5	4.30	1.25	10	2	5	4.40	0.97
9. Job placement and follow-through.....	10	3	5	4.70	0.67	10	3	5	4.50	0.71
10. Occupational psychology.....	9	2	5	4.22	1.09	10	2	5	4.00	1.25
11. Occupational sociology.....	9	2	5	4.22	1.09	10	2	5	4.00	1.25
12. School-to-work transition.....	10	4	5	4.60	0.52	10	2	5	4.30	1.06

The major concern about this scope is its integration with the scopes of Career Education and Dropout Prevention. There were very few comments in response to this scope. The only additional topic suggested was: "On-the-job conflict resolution/problem solving."

BEST COPY AVAILABLE

Summary

It was suggested that the ERIC Thesaurus be used as the basis for the categorization and retrieval system, replacing the current scopes and topics. This methodology is recognized and provides for a hierarchical display of the relationship of concepts. A hierarchical thesaurus for Migrant Education has been developed and, although not yet available to the general public, could be shared with project staff. Project staff should secure and investigate the usefulness of this thesaurus although, if the following revisions are made based upon the responses to the Survey of Scopes and Topics, the existing system of scopes and topics probably would be adequate. Revision of the existing system also would eliminate the need for reclassifying people, programs and written materials which have already been placed on the database.

Based on the responses to the Survey of Scopes and Topics, there are six scopes which need major revisions: Administration, Cultural Studies, Dropout Prevention, Educational Programs, Parent and Community Involvement, and Special Education. In five other scopes, minor revisions are needed: Career Education, English as a Second Language and Bilingual Education, Health and Human Services, Identification and Recruitment, and Vocational Education. The Migrant Student Record Transfer System (MSRTS) scope does not need any changes. In addition, there needs to be better articulation between the scopes of Career Education, Dropout Prevention and Vocational Education.